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AUTHOR Harris, Christopher, Ed.; And Others
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ABSTRACT

A party of vocational educators from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe one- and two-year full-time courses in office skills that are designed for recent school leavers who did not participate in the country's dual system of vocational education and apprenticeship training. The focus of their observations was on the Berufsgrundbildungsjahr and Berufsfachschule; the training and role of teachers and instructors in the vocational education system; language learning, especially business English; theory and practice in terms of general provision of language training in the vocational field; and course content, methods, and examinations. On the whole, the FRG system was seen as highly structured and fairly inflexible, largely because the educational half and the apprenticeship half of the dual system exist under different legislation. The UK observers felt that the narrowly defined and separate apprenticeships did not match the times in terms of economic, industrial, and occupational change. Despite its problems, it is commendable that the vocational education system in the FRG is still prepared to absorb all young people in significant education and training following compulsory schooling. (Appended to this report is a discussion of the dual system for vocational education and apprenticeship training in the FRG). (MN)

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Studies in Vocational Education and Training in the Federal Republic of Germany

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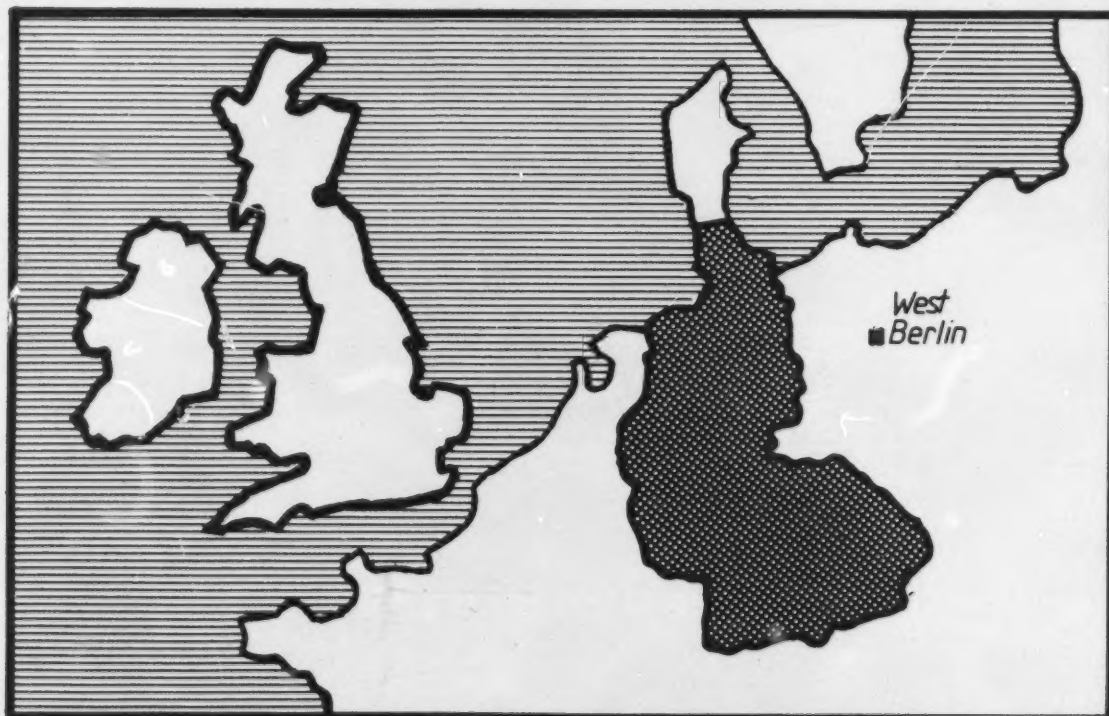
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Director
Programme Co-Ordinator
Publications Officer

Gordon Wheeler
Russ Russell
Jean Finlayson

Librarian

Penny Huckle

Secretaries

Sally Lyons
Joan Metherell

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BASIC FULL-TIME TRAINING IN BUSINESS STUDIES AND LANGUAGES

The report of a visiting party

Edited by Christopher Harris, David Parkes and Russ Russell

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PREFACE

This report is made by a party of practitioners in Vocational Education from the United Kingdom who visited the Federal Republic of Germany in March 1982. The visit was organised by the Further Education Staff College - FESC - (Coombe Lodge) and the British Council as the fifth of a series of visits being planned and co-ordinated jointly by the FESC and the British Council at the request of the Department of Education and Science. The main travel expenses are being met by the Central Bureau for Educational Visits and Exchanges, while the main administrative expenses are being met by the British Council.

The United Kingdom - UK - and the Federal Republic of Germany - FRG - have similar industrial structures, comparable populations, and broadly similar patterns of vocational education and training, youth unemployment and ethnic minorities. There are constitutional, organisational and financial differences between the two vocational education and training systems but they both share the characteristic of having a dispersed pattern of authority which makes change slow and necessitates that change is made by agreement and is frequently developmental rather than radical.

It would seem therefore that the British can gain most in any comparative study of UK and FRG from developing an understanding of how the German system works in terms of the motivation and attitudes of its young people towards mobility, industrial co-operation and the quality of their work and social participation. In other words, it is in the content and process of the German approach that the British interest principally lies. Attention is being paid to attitudes of employers, trainers, trade unions and of the wider society to the young people because that can also provide understanding of the sources of the attitudes.

The visiting party was selected from a list of nominations in order to give an appropriate mixture of types of responsibility and experience for the study topics in mind. Further details of the visiting party and of the process of writing the report are given in Appendix D to this report. Although the visiting party was briefed before leaving for FRG none would claim to be an expert on FRG and therefore the group relied heavily on what they were told. Thus the ideas, information and views received by the group were defined by the particular select and short programme of visits (set out in Appendix E to this report). The report is presented acknowledging the limitations in such a process.

This report has been written in such a way as to try to minimise detailed structural descriptions of the institutions and systems in FRG. Readers unfamiliar with the system in FRG may therefore like to read Appendix A to this report before embarking on the main text. A full glossary of terms and abbreviations is contained in Appendix C.

The party presents this report and its recommendations for consideration and gratefully acknowledges the immense assistance and generous hospitality of the host institutions in the Federal Republic of Germany. The report does not necessarily represent the views of any of the institutions mentioned above, or the institutions from which the party was drawn.

I INTRODUCTION

- 1 The particular study focussed on the one year and two year full-time courses in office studies preparing recent school leavers who have not obtained them for apprenticeships within the *Dual System*^{1*}. The study paid particular attention to foreign language skills necessary for particular office occupations.
- 2 The report is necessarily limited by visiting two Länder of the Federal Republic of Germany - FRG - although it is a part of a series covering FRG as a whole. Because three reports have already been published together with other briefing papers this document has taken the opportunity for evaluation rather than description. The original brief focussed on one and two year full-time courses prior to apprenticeship: because the structures of these have been dealt with at length elsewhere, particularly the Berufsgrundbildungsjahr (Basic Vocational Training Year),² the concentration of the report has been on the issues and problems seen through: (a) the training and role of teachers, and (b) language learning. The insights derived from examining the full-time courses have been presented in condensed form.
- 3 The hierarchy of academic and social preferences within FRG push the Berufsgrundbildungsjahr - BGJ - into the bottom rankings. However, as the report indicates, the debate on vocational preparation is becoming a central ideological issue. Whereas two years ago the *Dual System* was an exception to the general European pattern of a move from apprenticeship to national approaches to vocational preparation - now the separation of on- and off-the-job training in narrowly defined trades is a more questionable strategy. This is particularly so in the office skills area reviewed by the visiting party - where young people from the Hauptschule (Secondary Modern) and even Realschule (Technical Grammar)³ find it difficult to gain places to apprenticeship in face of the demand for high entry qualifications from employers.
- 4 The Dual System is much admired in FRG and the UK. However, this study-group found the structures of the Dual System, though more wide reaching than the UK equivalents, rather inflexible and more rather than less likely to focus conflict rather than co-ordination, between education and training, Bund (Federal Authorities) and Industry. Despite admiration for the achievements of the system in periods of economic growth there were questions raised by the party about its flexibility in a period of recession. For the vocational

* All notes are gathered to Appendix B

learning areas under review there was in the party a tendency towards a more favourable view of content and process, particularly assessment, in the UK rather than the FRG system. In part this might be anticipated from the fact that this was the fifth in a series of visits to the FRG and therefore more likely to sense out ambiguities and uncertainties beneath the formal structure as well as gaps between theory and practice.

- 5 Given that the FRG appears to be moving more centre-stage of the general European Community experience of vocational preparation it would seem useful in this introduction to present that context.
- 6 As the previous studies in this series have shown vocational training in the FRG is unique in the European Community in offering opportunities across a very wide spectrum of school leavers at 15 and 16. Vocational preparation has existed only at the margins of the Dual System: any studies of vocational preparation tend to be overshadowed by the impact of the Dual System on the thinking of industry, commerce, government and education agencies. The following problems can be identified within the ten member countries of the European Community as a whole:
 - a. Despite efforts of co-ordination and the allocation of government resources, training takes place in a loose grouping of institutions and bodies, many of which are geared towards multiple and divergent objectives.
 - b. Member countries have been orientated towards the adjustment rather than the fundamental revision of their training systems.
 - c. Priority is given in all member states to the training of young persons.
 - d. There is a recognition of the problem of the general education content of vocational training and the vocational content of general education.
- 7 The question arises of how to improve vocational preparation in general rather than extend, or even maintain, a particular aspect of it. Technological, organisational and social change have shifted the preference of the younger age groups to full-time vocational education. Equally, economic and technological shifts, accompanied by high levels of youth unemployment, make it difficult to sustain a balance between employer and employee needs.
- 8 Some attempt is being made in FRG as elsewhere to provide a broader base for apprenticeship; by defining wider occupational categories - by attempting to identify and group skill areas; by introducing training modules or by providing an additional year of schooling as does the Berufsgrundbildungsjahr in its full-time form. There is also a trend towards reducing the apprenticeship period in order to make it more *attractive* to the young worker who wishes to earn a full wage.

Most countries have then, by legislation or influence, 'related instruction', away from the enterprise. Apprenticeship training has been increasingly modified to correspond more closely with employee and longer term employment needs than with those of the immediate employer. Government intervention becomes a factor, particularly when there is conflict of interest among the participants. Such structural modifications are most frequently:

- a. Delay in specialisation by introducing:
 - i. Skill groups or clusters
 - ii. Broad introductory year
 - iii. Modular structures of training
- b. Standardised off-the-job training.
- c. Reduction of the apprenticeship period.
- d. Revision of syllabus and improved instructor training.
- e. Government intervention for special purposes, eg. for:
 - i. Low academic achievers
 - ii. Minority groups such as the handicapped
 - iii. Women

- 10 All this is part of a process whereby apprenticeship becomes less a separate system and more of a larger integrated national training programme. This includes specifics such as vocational education in public education institutions, non-apprenticeship training by employers, and government training programmes. More important is the way in which this integration is seen as part of the process of continuing or permanent education/training throughout a lifetime.
- 11 Co-ordination is also important in terms of the large number of bodies involved in the administration of apprenticeship. Central government may be involved through the Ministry of Education, of Labour, or both. Quasi-public bodies are established which operate at national or regional level. The future of apprenticeships, from country to country, is not clear. What does seem significant is that its structure and contribution, both to manpower needs and individual development, are in the process of evaluation in major Western countries.
- 12 Previous studies of the FRG in this series have commented on the content and process of the German approach as well as its structural context. The FRG was chosen two years ago as an area for comparative study because its comprehensive training provision seemed to offer something outside the general European and UK experience towards central intervention and vocational preparation. Those two years, while not transforming the scene, have brought the Federal Republic closer to the general experience of the Western technological democracies. The Dual System is marginally less an *ideal* and marginally more a *hope*.

II THE BERUFSGRUNDBILDUNGSJAHR AND BEFUFSFACHSCHULE

THE BERUFSGRUNDBILDUNGSJAHR

- 13 The Berufsgrundbildungsjahr has been introduced in the Federal Republic of Germany in two forms:
- a. The Schulische Form - BGJ(S)⁴ - where the education and training are undertaken full-time in Berufsschule (Vocational College)⁵
 - b. The Kooperative Form - BGJ(K) - where the education takes place on day-release to Berufsschule and the training with the employer.

In both cases there are new training regulations to provide a foundation across a variety of trades clustered in the Berufsfeld (Vocational Field). Further details are in Number Three of this series of reports.

- 14 Our conclusions are that in the FRG there is a clear, widely accepted hierarchy of preferences:
- a. a training place within the Dual System
 - b. a one-year BGJ(K)
 - c. a two-year full-time course
 - d. a one-year course BGJ(S)
- 15 Discussions with academic experts and trade unions left a number of impressions:
- a. A major ideological debate (Bund-initiated) leading toward a more widespread adoption of vocational preparation (BGJ) as against the Dual System.
 - b. The combination of vested interests, particularly on the part of industry, and the recession had left these issues to be debated at the margin rather than the centre.
 - c. The trade union representatives saw the debate still as a live issue and identified strongly with the less specialised training aims of the BGJ. They also saw the BGJ as a means of inculcating for example a wide range of life and social skills.
- 16 The FRG is making conscious efforts to encourage the training of girls, and this appears to be reflected in the statistics supplied by the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Education). These show that the number of girls in administrative and business studies fields

exceeds that of boys and that this is a field dominated by the Schulische Form of the BGJ. On the other hand, a number of boys in the Kooperative Form of the BGJ almost always exceeds that of girls in the other fields.

- 17 Although the BGJ absorbs only 15% of all young school leavers entering training, it is the view of the visiting party that the general debate on vocational preparation is of greater significance than the statistics would indicate, for the figures vary from Land to Land, from 7.6% to 31%. Additionally, to us the debate seemed likely to move into the centre of educational debate in common with most other European countries.

FULL-TIME TWO-YEAR COURSES

- 18 It is quite clear that two-year full-time courses provided in Berufsfachschulen in the sphere of office and business education are recruiting an increasing number of young school leavers. The reasons for this are probably:
- a. Growing unemployment and hence increasing difficulty for some young people in securing an apprenticeship.
 - b. Some degree of suspicion of the effectiveness of the BGJ particularly in the school form, as an adequate means of securing an apprenticeship at the end of the course. This would seem to be particularly true in the area of Business, Commerce and Economic training where the Kooperative Form is unusual.
- 19 Unlike the BGJ, two-year courses are not founded on national agreements widely accepted by employers and hence their development, status and curriculum are more the responsibility of the Land education authorities. The total number of students of this age group following full-time courses in Hamburg was reported as 20,090; of this 4,830 were following full-time two-year courses having obtained the Hauptschulabschluss (Qualifying Leaving Certificate from Hauptschule) or the Mittlere Reife (Intermediate Certificate - equivalent to O level). Since this constitutes 23% of total full-time provision within the City, it is clearly absorbing a reasonable proportion of the available facilities in the Berufsfachschule. Nowhere in our discussions with employers and the Handelskammer von Hamburg (Chamber of Industry and Commerce of Hamburg)⁶ did we find much evidence of importance being attached to the provision of these courses.
- 20 The curriculum content of these courses generally aimed at providing a wide-ranging course. For example, students in Hamburg following a two-year full-time course leading to qualifications in the field of Export/Import Clerkships, were learning Physics and Chemistry as part of their course. The reason given for this was that they would need to be able to understand the technical content of the various documents

they would be handling. Additionally, it was suggested that it might enable them to progress through the educational system. In another college students concentrated on Office-Skills and Business-Studies, taking Shorthand, Typing and Data Processing together with German, English, Civics and Book-Keeping. In both cases students sat, among others, examinations of the Handelskammer, to ensure the transferability of their qualifications.

III THE TRAINING AND ROLE OF TEACHERS AND INSTRUCTORS IN THE VOCATIONAL EDUCATION SYSTEM

TEACHERS IN VOCATIONAL SCHOOLS

- 21 Teacher training comprises two main stages: Professional Education followed by Professional Training.
- 22 *Professional Education* - Students enter University from the Gymnasium with Abitur. The courses last eight semesters⁷ at least, and consist of educational and 'technical studies' including the intensive study of ONE subject relating to the vocational fields. Qualification - Erste Staatsprüfung für das Lehramt (First State Examination for Teachers). In this respect their recruitment and education differs little from those teachers preparing to teach in non-vocational secondary education. The one major difference is that either before their course or during vacations they undertake some practical training ('as a rule') adding up to one year. It was unclear to the visiting party how closely monitored this experience is, nor was it evident that such work experience relates to the level or type of work of the students they will eventually teach.
- 23 *Professional Training* is undertaken under the authority of a Kultusministerium. Student teachers spend 18 months or 2 years preparing for the Zweite Staatsprüfung für das Lehramt (Second State Examination for Teachers). This second stage, although longer than the equivalent in the UK, is similar in content, combining pedagogical studies and teaching practice. Following a probationary period of at least 2 years teachers are granted full civil servant status (Beamter)⁸ and are appointed by and subject to the authority of the Kultusministerium of the Land.

INSTRUCTORS IN THE DUAL SYSTEM EMPLOYED BY THE FIRM

- 24 Instructors also undergo two areas of training: professional qualifications, teacher training.

Professional Qualifications - Entrants must hold the final training certificate in the subject in which they wish to give training or a relevant university or technical college certificate and professional experience, eg. a diploma in business studies or business management.

In craft trades, the Meister (Master Craftsman) would be considered technically qualified.

Pedagogical Training - Candidates must give proof of the ability to teach the subject. Examinations are administered by the Chambers.⁹ The syllabus of the Pedagogic Aptitude Certificate is included in the Meister qualification.

- 25 Approval of Instructors and Supervisors in the Dual System is carried out on behalf of the Bundesministerium für Wirtschaft (Federal Ministry of Economic Affairs) under the Vocational Training Act by the Chambers, and may therefore be subject to local variations and interpretations despite explicit common national regulations.
- 26 The training and responsibilities of these industrial instructors or tutors is the subject of Number Four in this series of reports.

CO-ORDINATION AND CONFLICT

- 27 In theory, teachers in the vocational education system and instructors in the firms co-operate and co-ordinate their work. Industry works to the Ausbildungsordnungen (Training Regulations) issued by the Bundesministerium für Wirtschaft and the colleges work to the Rahmenlehrplan (Outline Curriculum) developed by the Kultusministerkonferenz (Conference of Education Ministers of the Länder). In recent years, by agreement between the Bund and the KMK, the development of these has been achieved in parallel with a co-ordinating committee. This has been done to improve co-ordination.¹⁰ In addition the final examinations are set in the local Chamber by an examination board containing representatives of the employers, the trainers and vocational schools for detailed co-ordination.
- 28 In practice, however, industry and the school authorities represent very different and very independent traditions and backgrounds. It is not surprising that the teachers, often coming from the 'classical' tradition of the Gymnasium, hold to a more traditional view of education in relation to curriculum design, teaching methods and modes of assessment. The instructors, employees themselves and qualified workers in their own right, would be expected to uphold and maintain standards of technical expertise in a more job-specific sense.
- 29 In practice, too, they are each responsible to two different and proudly independent sectors - the government and the productive economy, neither wanting to be influenced by the other, each traditionally defending their own traditions and interests.
- 30 In theory, a more formalised co-operation between education and industry than that which exists in the UK should lead to a dialogue and mutual support which might manifest itself particularly in developing a curriculum - materials, methods and assessment - which would more closely meet the employers' needs and the needs of the young people involved.

- 31 In practice, however, it appears from discussions and evidence gleaned, that what might be a 'partnership' at least in its most concrete stage of devising and approving examinations for both sides of the Dual System, can be no more than a non-interventionist tolerance of traditional practice. There seems little evidence of the recent UK experience of revised curricula, materials being developed to reinforce the connection between theory and practice and assessment procedures more likely to motivate and reward those learners who may not have 'succeeded' in the 'academic' tradition of the school system.

STAFF DEVELOPMENT

- 32 The pattern of training for vocational education would seem to inhibit the possibility of a teacher moving from one level to another, from one sector to another and more interestingly, would seem to prevent direct entry to the *teaching* profession of highly qualified and experienced practitioners in the field. This division into 'theory' and 'practice' even at the pedagogical level, a division made at the heart of all organisational structures and constitutional provision, seems likely to inhibit a pragmatic and more flexible response to the changing employment patterns and vocational needs of young people. It is theoretically possible for teachers to obtain leave for both curriculum development and for job experience. In Schleswig-Holstein, for example, teachers have the *right* to 2 days leave per year for updating pedagogical skills. In Hamburg, teachers could spend some 3 months in a firm, partly from term time partly in their vacation. Such provision would be welcomed by most teachers in the UK, but in reality, very few teachers either exercise their right or are easily granted the facilities to keep in closer contact with employment needs.
- 33 As the economy undergoes structural changes affecting the availability of training places, and as employment patterns change because of demographic, economic and technological influences, changes in the nature and provision of vocational education are bound to occur. For example, the increasing number of those having achieved Abitur (Leaving Certificate of the Gymnasium - qualifying for University Entrance) choosing vocational places - as bank clerks, export clerks etc. - makes it more difficult for the less academically successful to enter these jobs and so the academic drift affects all levels of employment and therefore training. The teachers in the education system will need to respond to the changing needs of students for whom the existing curricula were not designed. More seriously, the increasing number of less-qualified or unqualified young people not finding a place in employment is leading to support from the education system for more full-time BGJ provision, plans not favoured by the employers however. There would then be the dilemma facing the profession in the UK at the moment - should these young people receive 'general' education to improve their chances of competing in a highly selective employment market, or should they receive some form of vocational preparation? In the FRG, the 'vocations' are more

closely defined and stratified than in the UK - eg. Bürogehilfin and Bürokaufmann (Office Assistant, Office Clerk) etc. - which will cause severe curriculum problems, unless a more general, broader base of skills is accepted, which seems unlikely at the moment, despite pressure from the Trade Unions as well as the Bund and Land Authorities.

- 34 The teachers, educated and selected as they are for vocational education as hitherto defined, will have to develop new approaches and not least, new examinations. One wonders how much the practice of 'recommended text-books', ie. recommended by senior officials of the Kultusministerium, is inhibiting teachers' ability and motivation to develop their teaching methods either individually or as professional groups. It is interesting to note that in the Volkshochschule (Adult Education Institute) where there is not the strict regulation of materials and methods and certainly in the area of private foreign language teaching, teachers are selecting and indeed devising courses which represent the latest advances in methodology and pedagogy. These teachers are often part-time, possibly bringing to their work their experience of the world of work as well as the awareness of a need to appeal in the short term to the students on their courses.
- 35 The advantages of the typical UK institutions of further and technical education should not be under-estimated in relation to the flexibility and career prospects for the teachers. In the FRG, the separate training and employment of 'vocational' and 'general' subject teachers, the strict division of levels of teaching represented by the division of levels of institutions, would seem to limit the ability of a teacher to experience a variety of teaching and also to limit his or her ability to respond to changing course provision as required by changing educational or employment needs. The difficulty of reconciling 'training' and 'education' whatever one understands by those concepts can never be under-estimated but in a system which underpins those divisions structurally, constitutionally and operationally (let alone conceptually) it would seem even more difficult for the teaching profession to respond.

IV LANGUAGE LEARNING IN VOCATIONAL EDUCATION

- 36 In the context of office occupations, the need for proficiency in the use of foreign languages, particularly English, is constantly stressed. However, with the exception of the shipping clerks, language learning is an optional subject in the final examinations.
- 37 The examination papers set by the Handelskammer in Hamburg for the Abschlussprüfung Aussenhandel (Qualifying Examination in Foreign Trade) contain only letter-writing - an English letter to be translated into German, a German letter to be translated into English and a letter to be composed in English according to guidelines. The three letters are linked in a feasible sequence and represent a standard roughly equivalent to that required by the Royal Society of Arts - RSA - Certificate for Secretarial Linguists, in the letter-writing section of that examination. (See also paragraphs 59-60)
- 38 Students spend three years (or slightly less) preparing for this examination with 2 Stunden (ie. 45 minute lessons) per week tuition. It was clear from visiting a class about to sit their examination that *at work* a great deal more language activity is carried out than that represented by the examination. Although not required in the examination, oral work was done at the teachers' initiative.
- 39 Given that English is studied throughout their compulsory schooling, young people in the Dual System who must be using English at work in situations such as telephone calls, telex messages, face-to-face conversations etc. have no opportunity during their vocational education to develop their language work in ways that reflect such activities at work. It is to the credit of individual teachers that they are able to interest and motivate their students in activities not covered by the examination but the demands on accuracy of translation and composition must outweigh individual initiatives and responses. It remains puzzling that teachers who are represented on the examinations committees of the Handelskammer are not influencing change in the design of the examinations and that employers are not anxious to see language skills developed and examined in ways that would more closely meet their needs.
- 40 The oral examination in the German education system is a concept entirely different from what is understood in the UK context. None of the school-leaving examinations nor those at the end of apprenticeships test understanding or speaking skills as part of a learner's competence in a language. At the end of apprenticeship all examinations (including for

example those for carpenters etc.) include an oral examination. The stress throughout the examinations in languages seems to be on semantic (lexical) and grammatical accuracy tested primarily through translation. What is referred to in FRG as the *oral examination* is more closely related to the UK notion of the *viva*, but it may be used in a particularly restrictive way: when there is a discrepancy of more than 1 mark (1 - 6 scale) between the mark awarded by the teacher for work done throughout the course (made up from tests, homework and class participation) and the mark awarded in the examination, the candidate is given an 'oral' examination which would seem to be a test of subject knowledge in a face-to-face spoken situation. It remains unclear whether it is the *oral skills* that are at this stage being examined or indeed the *content* of the answers. In either case, it would seem a markedly invalid way of testing or confirming abilities, manifested in *written* work. Only the borderline or anomalous cases are thus examined, which casts even more doubt on the validity of such a test.

- 41 It is generally accepted in the UK that the form and content of a final examination has a powerful effect on the teaching style and learning activities throughout the course (the so-called *backwash effect*) and this is likely to be even more pronounced in a system which relies so much on examination results for *selection* at all stages of a young person's career.
- 42 While there is little impetus for change in the Abschlussprüfung and therefore in the teaching in the Berufsfachschule, employers do recognise the need for a wider notion of language proficiency in relation to employment. They thus make up this deficiency by providing language teaching at work through the private sector - either by in-plant teaching teams or by teachers contracted from private language schools. (Some employees also use the classes available in the Volkshochschule). In all of these contexts, teachers are no longer restricted to materials recommended by the Land education authorities nor to the examinations administered by the Industrie- und Handelskammer. Thus, in the post- Dual System context, oral and aural skills are predominant, more modern materials and methods are used and, therefore, employers' needs are more likely to be met - in reality, the employers are directly controlling the teaching and learning.
- 43 Whereas in *theory* the Dual System should represent the needs of the employers because of their close involvement in the vocational education of their *employees*, in *practice* in relation to language-learning at least, there seems little evidence of their influence. The teachers, responsible to their education authorities in each Land and educated themselves within the traditional school curriculum, will tend to conserve their perceived model of language teaching and assessment. However, where the independence of each Land in matters of curriculum *can* lead to 'local' responses to language-learning provision, as stressed in Hamburg and Kiel, both centres of overseas trade, there is more chance of initiative and developments at least within the full-time vocational education context.

V THEORY AND PRACTICE IN TERMS OF GENERAL PROVISION OF LANGUAGE TRAINING IN THE VOCATIONAL FIELD

- 44 It has often been assumed that members of German export teams etc. and those members of German firms having to deal with members of the public are much better equipped as regards foreign language training than their British counterparts.¹¹
- 45 In general terms the official status of foreign language provision in vocational education would seem to be low, as evidenced by the Rahmenlehrplan issued by the KMK for the BGJ(S) in Berufsfeld I, Wirtschaft und Verwaltung (Business and Administration). In this particular case the total annual taught hours are calculated at 1280 (Berufsfeld - Vocational Field - 1040: Schwerpunkt - Specialisation - 240) with no specific provision made for foreign language tuition. However, the BIBB is more specific, indicating the possibility of (usually) 2/3 hours per week of language tuition within the scope of the general supportive teaching (Stütz- und Förderkurse where its language provision stands beside other supportive courses for students with learning difficulties (Stützkurse für Jugendliche mit Lernschwierigkeiten). Such a categorisation of foreign language provision would suggest that, at the level of the BGJ(S) at least, language learning has a minor back-up or catch-all function.
- 46 The situation in BGJ is comparable with the curriculum provision in the 10th year of the Hauptschule (which is in fact equivalent to the BGJ(S) in many Länder). Although English is compulsory in the Hauptschule for five years (years 5-9 inclusive) in the final 10th year it is reduced to the status of an option (Wahlfach), suggesting either that a foreign language is seen as inappropriate to these young people 'stranded' in the extended Hauptschule or that there are more pressing educational needs that force foreign languages out of the compulsory timetable. This latter feeling is perhaps supported by the observation that, even in the state of Hamburg, where otherwise at least one foreign language is compulsory throughout the field of vocational education (including the BGJ(S)) there remains the category in years 10-12 of the educational system of 'young people without training contract' (Jugendliche ohne Ausbildungsvertrag)¹² where no English is prescribed. Again, this would seem to be a group otherwise by-passed by vocational provision and who, particularly in the case of the children of Gastarbeiter (Migrant Workers)¹³ find major difficulties with curriculum subjects, making foreign language learning an irrelevancy.
- 47 It must remain a major achievement of the school system in FRG that English as the first foreign language is compulsory for

five years even at Hauptschule level and continues as a possibility after that. This situation compares more than favourably with the status of and provision for foreign language learning in the lower ability range of British secondary schools.

- 48 The only apprenticeship which demands a knowledge of foreign languages as part of the terminal examination is Schiffahrtskaufmann (Shipping Clerk). In practice it appears that this regulation has been drawn up in an attempt to make a widely enforceable rule on a Federal level, since there is in fact much more stated language provision.
- 49 Consistent with the status of foreign languages at the lower level of educational provision in the FRG is the training requirement in the Dual System for the lowest level commercial staff, the Bürogehilfin and the Bürokaufmann. The official Berufsbild (Job Profile) for the Bürogehilfin, stating the Hauptschulabschluss as the minimum educational entry requirement, details the necessary commercial skills to be acquired, but makes no requirement for foreign language ability. Since the training regulations for the vocation of Bürogehilfin were last revised and officially recognised in 1940, it would seem to suggest that, whereas the training skills may be taken to allow flexibility in accommodating the new technology in office procedure, no *additional* skills in foreign languages have been grafted on to take account of developments in world trade since that time. However, in the area of the BGJ(S) where innovation is not dependent upon agreement between the education authorities and the Handelskammer, it would seem that English is more readily accommodated into the range of secretarial and commercial skills. A Modellversuch (Pilot Scheme) in the state of Hamburg for the BGJ(S) in the field of Wirtschaft and Verwaltung has the study of English specifically provided for, the BGJ(S) leading where employers and the Handelskammer seem less eager to follow.
- 50 Indeed, the very structure of school education (organised at Land level) seems to allow for advantageous flexibility in specific areas of vocational education. Not only is Hamburg able to give far greater importance to English in vocational education to reflect its particular trading links to the UK and the USA, but similarly Schleswig-Holstein, in its special two-year secretarial course provision to cater for unplaced female students, is able to provide English as a compulsory subject. This local flexibility was highlighted by the observation at the institution visited in Kiel that, in the part-time course within the Dual System no foreign language was compulsory, whereas in the two year full-time course for female commercial students English was an integral part of the teaching plan. However, consistent with earlier observations that languages seem incompatible with the lowest educational abilities the two year full-time course in Kiel was filled by the 'better' applicant, selected solely on the basis of their grades in the Hauptschulabschluss.

- 51 The amount of foreign language tuition in vocational education would seem to increase as the general education level of the student rises. This is evidenced very well by comparing the course content specified by two vocational training establishments in Hamburg. A two-year course at a Handelsschule¹⁴ requiring the Hauptschulabschluss as entry qualification, offers four sessions of foreign language tuition per week out of a maximum of 32 lessons. However, the two year course at the Höhere Handelsschule,¹⁵ presuming the Realschulabschluss, in both its Wirtschaftliche Richtung (Commercial Orientation) and Fremdsprachliche Richtung (Foreign Languages Orientation) offers eight lessons of languages in the weeks 32 lessons.
- 52 Consequently, the course entry requirements placed upon any student wishing to train as a Fremdsprachliche Sekretärin (Bi-Lingual Secretary) are higher still. A course at a Hamburg vocational centre offering commercial subjects together with two or three foreign languages requires a successfully completed Abitur, ie. such courses and professions are effectively only open to students from the Gymnasium (Grammar School) area of the tripartite system. However, a positive consequence of these increasingly high academic demands must be increased status for the job of foreign language secretary. It seems likely that there are not the pejorative connotations associated with the job of secretary as often found in the UK, where the system of statutory grants of degree courses and discretionary grants for secretarial courses may well often force a student into a degree course when he/she would find a secretarial linguists course more purposeful and rewarding. Ultimately, British industry and commerce must be the loser.
- 53 A great amount of language teaching seems to be undertaken by private language schools either within firms or as private enterprises after the completion of initial training. This follows the tradition in FRG of encouraging provision by any organisation seen as suitable, but also seems to suggest, in spite of perceived shortcomings of language tuition in the private sector, that this is regarded as a more effective method of obtaining the requisite language skills than relying on public sector vocational education provision, eg. Deutsche-Shell, also private provision of education for bilingual secretaries. With reference to the last example it would seem that vocational progression (eg. from Bürogehilfin to Sekretärin) is only possible through the private sector via training funded by the individual.
- 54 The Federal framework enables provision for locally required foreign languages to be made in theory, eg. Spanish in Hamburg. In Schleswig-Holstein (Kiel) provision is made for unplaced female students to learn languages. The adult also has the opportunity of pursuing his/her study of a foreign language at the Volkshochschule and in short courses elsewhere, the former being more innovative than the latter, which are entirely state-funded. Employees also perceive it to be in their own interests to undertake further courses of study at private language schools or Volkshochschulen.

VI CONTENT, METHODS AND EXAMINATIONS

- 55 Generally, the curriculum for any vocational education is considered to be the responsibility of each Land. However, in many areas the Länder agree, through the Kultusministerkonferenz, an outline syllabus (Rahmenlehrplan) within which each Land works. This is then usually detailed into something closer to a teaching syllabus by a Land curriculum development agency. This may also occur when there is no broader agreement between Länder.
- 56 Text books for courses are largely prescribed by the Land in their detailed syllabus advice. In theory, teaching-relief for staff development and curriculum development is available and many of the Länder curriculum agencies use ordinary classroom teachers to participate in the curriculum development work. Land-organised seminars and short-courses exist. Provision will in any case vary from Land to Land.

EXAMINATIONS

- 57 The responsibility for examinations within the vocational field lies with the Industrie- und Handelskammern who run the appropriate committees and appoint examiners. Having regard to the Federal system this is realised in different ways in different Länder. In Hamburg the schools have established a tradition of writing their own examination questions, although these are still officially vetted by the Handelskammer. But for instance in Nordrhein-Westfalen there is only one committee for examination questions, so reducing the influence of the individual schools. It is the expressed wish of the Deutsche Industrie- und Handelstag (German Council of Industry and Commerce) that standards should be set by having examinations for the whole of the Federal Republic but cognizance is also taken of the varying needs in different Länder, so leading to the perpetuation of differences arising from the nature of the Federal system. The conflict between the desirability of Federal examinations versus state needs was also expressed during the interview with the Ministry.
- 58 It was hoped that information on the system of selling examination questions to other Länder developed by the Zentralstelle für Prüfungsaufgaben der Industrie- und Handelskammern des Landes Nordrhein-Westfalen - ZPA - (Central Commission for Examinations for the Chambers of Industry and Commerce of Nordrhein-Westfalen) would be made available with particular reference to the foreign language sphere, but

this arrangement did not seem to be available in this context, although investigative studies into new language syllabuses and examinations did seem to be proceeding in the Bonn/Dusseldorf area (with the specific involvement of teachers from private language schools).

- 59 Those foreign language examinations which were seen or described at the schools visited and at the Handelskammer in Hamburg were universally disappointing in that none of them included a test of oral skills. (The Mündliche Prüfung - oral examination - in this context took the form of a viva voce applied in cases where the candidates had failed the written examination.) The terminal examination in languages was provided set by the school in Hamburg specialising in import/export trainees. The examinations consisted only of commercial letter translation and composition and did not reflect any other function likely to be performed by the employee, eg. telephone calls, telex, sight translation, etc. Students spend three years or slightly less preparing for this examination with two lessons per week tuition. It is clear from visiting a class about to sit their examination that at work a great deal more language work is carried out than that represented by the examination. In these circumstances it seems commendable that teachers were seen devoting time to oral skills immediately prior to terminal examinations which did not test these skills. Since the law specifies that the examinations must be developed by committees with representation from all interested parties including employers, it would seem that, with regard to employer requirements, a neutralising if not negative effect is produced in this sphere.
- 60 When comparisons were drawn during interviews with the more general but much more objective-oriented syllabuses and examinations of Volkshochschulverband (Association of Adult Education Institutes), the explanation was given that staff in these institutions mostly only work part-time and therefore are more open to outside influences.
- 61 Conclusions to be reached for the British system must be that employer *experts* must be involved so that content development is not left wholly to teachers. On the teacher side exposure to outside influences and more time for staff development are essential if an effective contribution is to be made by practitioners to syllabus/examination development. A nationally recognised system of examinations and national co-ordination in this sphere are important and if necessary must take precedence over local needs (although in the German context these are not expressed adequately enough to make it clear whether their influence could be important). Above all theory must be mirrored in practice and conceived in the first instance so that this is possible.

VII SUMMARY AND CONCLUSIONS

- 62 In the previous sections of this report various differences in the vocational education and training systems of the Federal Republic of Germany and of the United Kingdom have been discussed. Some of these differences derive from different attitudes and others from structural differences. In either case it becomes difficult to make specific recommendations that can be applied easily, particularly when it is not clear if or what major changes are being proposed in the UK. *The visiting party would therefore like to conclude its report with the following remarks on the system in FRG and differences from the UK.*
- 63 The system in FRG was seen as highly structured and fairly inflexible. In particular the 'educational' half and the 'employers' half of the Dual System exists under different legislation, with a sharp functional differentiation, different traditions and marked vested interests. It became difficult for the visiting party to mark out the points of co-operation. The pattern was complicated by the differing traditions and separate legislation in the Länder.
- 64 Strong tensions were observed between what was legislated for or provided in regulations and what existed in practice. Despite claims for commonality and co-ordination the visiting party felt that the standardisation of syllabus content and of examinations that was claimed was lower than it might have been and that the UK system and procedures for standardisation were more effective. One illustration of this difficulty could be the unwillingness of employers to accept as apprentices candidates who had completed the BGJ(S), (perhaps because they doubted the guarantee as to content, and are therefore reluctant to give the, required, shorter training).
- 65 There is a widespread use by employers (and employees) of private education and training (in-plant, contracted-teaching and private colleges) at levels of post-apprenticeship training. This could perhaps be better dealt with by adding new options to initial, state-supported, vocational education.
- 66 The group felt that the narrowly defined and separate apprenticeships did not match the times in terms of economic, industrial and occupational change. It felt much sympathy with the DGB, the Länder and Federal authorities in their attempts to group occupations to facilitate greater mobility and job opportunity.

- 67 The large differentials in pay and status result from the narrow occupational groupings. Clearly the most advantaged at entry (in academic terms) maintained their advantage by being able to enter, retain and preserve occupations with high status and pay in insurance, banking and export. One illustration of this was the fact that now on average about 25% entry apprenticeships were from the Gymnasium and this is as high as 90% for the trade of Bankkaufmann. This seriously affects the expectations of school-leavers both of Realschulen and more seriously Hauptschulen. The BGJ(S) provides some sort of net, however inadequate, which would be seriously damaged by removing financial support for such students which appeared to be under discussion.
- 68 Given the present recruitment and in-service development in the teaching profession in the FRG (and the situation is not dissimilar in the UK) it is likely to be difficult for the teachers and educational authorities as a whole to respond quickly and effectively to rapid technological change, changing patterns of employment and changing recruitment to existing vocational education schemes.
- 69 Despite its problems, it is commendable that the vocational education system in FRG is still prepared to absorb all young people in some combination of significant education and training following compulsory schooling.
- 70 The involvement of the Industrial Tutor in both job-specific training and vocational preparation has great advantages. The employer is thus committed to accepting significant responsibility for the successful training of apprentices.
- 71 The system of training contracts in the Dual System, signed by employers, young workers and parents clearly underpins the commitment of all to the system as well as motivating them. The salaries or pay levels are negotiated by the Trade Unions and employers and, while the salaries are low, this further adds to the commitment of all. In the commercial field salaries for apprentices seem to be between 40 and 50% of the level of the qualified worker.
- 72 It should perhaps be recognised that the extent and success of the system has relied on a thriving economy and the traditional participation of employers and their commitment to training as part of their own investment. During the period of our visit, views and fears were expressed that the 1982 school-leavers would face increasing difficulties in finding sufficient training places, let alone the ones of their first choice. The school system can and will absorb this short-fall by increasing numbers on the BGJ(S) even in the face of opposition by the employers.

APPENDIX A : DUAL SYSTEM

- A1 The Federal Republic of Germany comprises the 11 Länder (States) and under the basic constitutional law of 1949 they are responsible for all educational matters. At that stage of the establishment of the Federal Republic there was a distrust of strong central government and a determination to establish the Länder as autonomous in these matters. Some co-ordination is nevertheless needed since for example the Basic Law guarantees the freedom of movement, the freedom to choose one's place of work, and one's place of education. Therefore the Länder must co-operate to ensure that the structures, institutions, curricula and leaving certificates are broadly comparable.
- A2 The chief organ for co-ordination has been the Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Standing Conference of the Education Ministers of the Länder of the Federal Republic of Germany) usually known as the Kultusministerkonferenz or the KMK. This was established shortly before the Federal Republic and has made several hundred agreements, being particularly active in the period 1954 to 1964 when much standardisation was achieved. Success here is in part due to the fact that within each Land a tight central control exists.
- A3 This has in effect standardised the first (or compulsory) stage of secondary education into three main types of school in which the first two years are an orientation stage with syllabuses common to all types of school so children can be easily transferred if their original placement proves unsuitable. Selective schooling is still the norm.
- a. Hauptschule (Secondary Modern or Main School) attended by half the age group, and offering classes up to Grade 9 (15 years) or 10 (16 years).
 - b. Realschule (Technical Grammar) attended by a quarter of the age group, and offering classes up to Grade 10 (16 years). Students can then take the Mittlere Reife (intermediate certificate) which is an entry qualification to full-time FE (Fachoberschule). Alternatively, students may leave full-time schooling and take up employment, usually with on-the-job training, and with compulsory day release.
 - c. Gymnasium (Grammar School) attended by a quarter of the age group, and offering full-time academic courses up to Grade 13 (19 years), preparing students for entry to higher education.

The exact proportion of entry to each type of school varies from Land to Land.

A4 Through the KMK an agreement has been reached that all Länder shall experiment with the Gesamtschule (Comprehensive School). Full integration is difficult because the leaving certificate for the traditional three types still dominates employers' minds. Some Länder are more enthusiastic about this provision than others.

A5 At the end of compulsory schooling about 60% of the young people leave and take up a vocational training contract. The traditional (and basic) system of vocational education and training in the Federal Republic of Germany is known as The Dual System. Under this system a young person on a training contract or apprenticeship receives appropriate vocational training in the firm with which the contract is made and also, by Law, has to attend a vocational school for one day a week where an appropriate vocational education is provided. This system is in essence well established and is generally highly regarded. Maintaining co-ordination in the system is not easy.

A6 Currently the detailed arrangements and legal authority of the Vocational Training half of the Dual System derive from two main Federal Acts:

- a. Berufsbildungsgesetz - 1969 (Vocational Education Act)
- b. Ausbildungsplatzförderungsgesetz - 1976 (Training Place Promotion Act)

- this act has now been declared unconstitutional by the Constitutional Court, but much work has been done within it which is unlikely to be affected by the decision. The 1982 Consolidation Act has restored the legal position.

The object of initial training is defined in the 1969 Act as follows:

"to provide through a systematic training programme a broadly conceived basic preparation for an occupation and the necessary technical abilities and knowledge to engage in a skilled form of occupational activity. Initial training shall also enable a trainee to acquire the necessary occupational experience."

A7 Under the Berufsbildungsgesetz (see A6a) the basic position is as follows:

- a. All training contracts must be registered as being for one of the 460 or so occupations defined and established by the Bund.
- b. The training contract must be registered with the Chamber with which the employer is registered (all businesses must be so registered) and supervised by that Chamber which will conduct the terminal examination and test for the award of skilled status.

- c. The training and testing will be within and to standards established in the Ausbildungsordnungen (Training Regulations) issued by the Bund.
- d. All workers on training contracts are guaranteed day release for the length of the contract (under Länder law derived from KMK agreements all workers under 18 - with or without training contracts - are required to attend Berufsschule on day-release.

- A8 By long tradition the Ausbildungsordnungen are issued by the Bundesministerium für Wirtschaft - BMW - (Federal Ministry for Economic Affairs) but in practice since the establishment of a Bundesministerium für Bildung und Wissenschaft - BMBW (Federal Ministry of Education and Science) in 1969, the detailing of these is supervised mainly by the BMBW. In practice the bulk of the work is carried out by the Bundesinstitut für Berufsbildung - BIBB - (Federal Institute for Vocational Training), a large research and development institute largely responsible to and established by BMBW but having a measure of independence. BIBB also conduct basic research, statistical monitoring and develops teaching and training materials and equipment.
- A9 The Länder co-operate to provide appropriate vocational education and through the KMK issue Rahmenlehrpläne, appropriate syllabuses in an outline form, thus providing a comparability of education between Länder. Most Länder have a process of further detailing this syllabus and providing advice and teaching materials to the Berufsschule. In more recent years KMK and the Bund have agreed a process for the co-ordination of a simultaneous revision of the Ausbildungsordnungen and Rahmenlehrpläne (this is described in Item 1 of the bibliography contained in Appendix F). This further improves the process of co-ordination.
- A10 While it is always difficult to establish precise comparability between standards in different trades or subjects, it is still clear that many Ausbildungsordnungen (and Rahmenlehrpläne) are not of comparable levels of difficulty or achievement when compared to 'skilled trades' in the United Kingdom - UK. Most require a three year period of apprenticeship, some two and a half, some four. Some regulations in the older minority trades were last revised forty years ago, but the 'big forty' that encompass 80% of all apprentices are recent. In all the system provides a powerful and systematic training.
- A11 Industry and the KMK have agreed to experiment with a new Berufsgrundbildungsjahr (Vocational Education Foundation Year). This is to provide a first year of apprenticeship (or equivalent) in which the education received is broadbased and related to one of thirteen Berufsfelder (Vocational Fields) rather than one of the 460 defined trades. The objectives are that the students will be able to:
- a. identify, understand and evaluate the general relationships between work, the economy and society and their own position in working life and society;

- b. make a more informed decision on career choice;
- c. be occupationally mobile;
- d. be equipped to meet the specific demands of vocational training.

The experiment exists in co-operative form with industry releasing students to general education, and in full-time form in Berufsschule.

A12 The aggregate provision for young people then can be expressed as follows:

- 14% in full-time general education aiming for higher education
- 14% in full-time vocational courses aiming for job entry at technician level, or late apprenticeship
- 65% encompassed in the Dual System
- 3% employed as (unskilled) young workers
- 4% unemployed with access to a variety of extensive one-year provisions

A13 The above implies a high level of general society commitment to and respect for training. The monetary and social status of the skilled worker in FRG is high, and this is often seen within FRG as well as the UK as a key to the success of the West German economy. It should be added that the further status of Meister (Master Craftsman) may also be regarded as crucial to the status of skilled worker. This higher status is achieved by further study after experience as a craftsman, and grants are available from the Bundesanstalt für Arbeit - BFA - (Federal Labour Office) to support these studies. In law one must be a Meister to register and practise certain trades, to be an employer, to take on or supervise apprentices. Many large firms also make this a normal qualification for supervision in work places. Furthermore skilled status gives access to further training for the qualification of Techniker (Technician).

A14 The trade unions - TU - play a large part in the system. They are well informed, well staffed and have clear and coherent policies. The political system of the Federal Republic recognises '*the social partners*' of employers, employees and the state as having a corporate responsibility for the affairs of society. This is expressed at all levels. The board of management of the Bundesanstalt für Arbeit, for example, is composed of equal representation; local committees for the BFA are so composed; BIBB includes TU representation on its board of management; the Chambers of Industry have TU membership on the committees that oversee apprenticeship training and testing; TU membership on Länder committees; and so on. Pride in skill is maintained in a corporate way which maintains status differentials

A15 In total the range of cultural, social, economic and political support for recognised skill and training in FRG is massive. It would be difficult to transfer to the UK.

APPENDIX B : NOTES AND REFERENCES

1. For details of the *Dual System* see Appendix A, and also items 9 and 16 of the bibliography in Appendix F.
2. See Number Three in this series of reports (as on inside back cover).
3. See Appendix A, paragraph A3.
4. The term 'Schule' is used for institutions that in England would be called 'colleges'. The term 'student' is by convention reserved for university students and all others are 'Schüler' (or pupils). Schulische in this context merely means 'full-time'.
5. Vocational schools in FRG are usually known by the type of course they provide. They usually encompass a very narrow range of vocations, but sometimes more than one type of course. The BGJ in Schulische Form is usually attached to an appropriate Berufsschule where most of the students are studying for the same qualifications, but on a part-time basis.
6. Hamburg Chamber uses the name 'Handelskammer' for historical reasons. It is a full Chamber of Industry and Commerce. See also Appendix A, paragraph A7b.
7. Higher Education in FRG is organised on a semester basis, ie. courses lasting for one semester (six months, half a year).
8. There are two main systems of Chambers in FRG: the Industrie- und Handelskammern (Chambers of Industry and Commerce) and the Handwerkskammern (Chambers of Craft). Most of the firms covered by this report will register with the former. For details of the different systems see also items 1 and 23 of the bibliography contained in Appendix F of this report, and also Number Four of this series of reports (see also the inside back cover of this report).
9. Beamter is a high grade civil servant, with high social status, a guaranteed job for life and a good pension.
10. See also item 1 of the bibliography contained Appendix F to this report.
11. See also items 24 and 25 of the bibliography contained in Appendix F to this report.

12. Very few young workers aged 15-19 do not have a training contract. Currently it is only about 5% of the age-cohort. They are often referred to just as Jungarbeiter - Young Workers.
13. The term Gastarbeiter may be literally translated as guest worker, with an implication the guest has no rights of residence and 'may' be asked to leave. This is generally contrary to social policy and for Italians, Greeks, etc. contrary to the Treaty of Rome. The term exists in general conversation and is best translated as migrant worker.
14. A type of Berufsfachschule specialising in business studies.
15. A type of Berufsfachoberschule specialising in business studies.

APPENDIX C : GLOSSARY OF TERMS AND ABBREVIATIONS

- ABITUR : Leaving certificate of the Gymnasium - qualifying for University
- ABSCHLUSS : Qualifying leaving certificate
- ABSCHLUSSPRÜFUNG : Final examination
- AUSBILDUNGSORDNUNGEN : Training Regulations (issued by the Federal Authorities)
- AUSBILDUNGSPLATZFÖRDERUNGSGESETZ : Training Place Promotion Act
- AUSSENHANDEL : Foreign Trade
- BERUFSBILD : Vocational profile
- BERUFSBILDUNGSGESETZ : Vocational Training Act
- BERUFSFACHOBERSCHULE : High vocational school - full-time, its leaving certificate qualifies for entry to Fachhochschule (Polytechnic)
- BERUFSFACHSCHULE : Full-time vocational school (usually providing two year courses for 15-19 year olds)
- BERUFSFELD(ER) : Vocational 'field(s)', group(s) of trades
- BERUFSGRUNDBILDUNGSJAHR : Basic Vocational Training Year
- BERUFSSCHULE : Vocational college (part-time)
- BUND : Federal Authorities, Central Government
- BUNDESANSTALT FÜR ARBEIT : Federal Labour Office
- BUNDESINSTITUT FÜR BERUFSBILDUNG : Federal Institute for Vocational Education
- BUNDESMINISTERIUM FÜR BILDUNG UND WISSENSCHAFT : Federal Ministry of Education and Science
- BUNDESMINISTERIUM FÜR WIRTSCHAFT : Federal Ministry of Economic Affairs

BÜROGEHILFIN : Office Assistant / Clerk-Typist
 BÜROKAUFMANN : Office Clerk
 DEUTSCHER GEWERKSCHAFTSBUND : German Federation of Trade
 Unions
 ERSTE STAATSPRÜFUNG FÜR DAS LEHRAMT : First State examination
 for teachers in
 secondary education
 FACHOBERSCHULE : Vocational college (full-time)
 FREMSPRACHLICHE SEKRETÄRIN : Bi-lingual secretary
 GASTARBEITER : Migrant worker, foreign worker
 GESETZ : Act (of Parliament)
 GESAMTSCHULE : Comprehensive school
 GRUNDGESETZ : Basic Law - Constitution
 GYMNASIUM : Grammar school
 HAMBURG : A Land of the Federal Republic
 HANDELSKAMMER VON HAMBURG : Chamber of Industry and Commerce
 of Hamburg
 HAUPTSCHULE : Main school, secondary modern
 HAUPTSCHULABSCHLUSS : Qualifying leaving certificate from
 the Hauptschule
 INDUSTRIE- UND HANDELSKAMMER : Chamber of Industry & Commerce
 JUGENDLICHE OHNE AUSBILDUNGSVERTRAG : Young worker without
 training contract
 KIEL : Capital of Schleswig-Holstein
 KOOPERATIVE FORM : Co-operative form of the BGJ
 KULTUSMINISTERKONFERENZ : Standing Conference of the Education
 Ministers of the Länder
 KULTUSMINISTERIUM : Ministry of Education (of a Land)
 LAND, LÄNDER : Component State(s) of the Federal Republic
 MEISTER : Master (Craftsman)
 MITTLERE REIFE : Intermediate Certificate - equivalent to
 O level
 MODELLVERSUCH : Pilot Scheme

RAHMENLEHRPLÄNE : Outline Curricula
 REALSCHULE : Technical School
 SCHIFFAHRTSKAUFMANN : Shipping Clerk
 SCHLESWIG-HOLSTEIN : A Land of the Federal Republic
 SCHULISCHE FORM : College-Based Form of the BGJ
 SCHWERPUNKT : Specialisation
 STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BRD :
 Standing Conference of Education Ministers of the Länder
 of the Federal Republic
 STUNDE : Teaching session (45 minutes)
 STÜTZ- UND FÖRDERKURSE : General and supportive teaching
 STÜTZKURSE FÜR JUGENDLICHE MIT LERNSCHWIERIGKEITEN :
 Supportive courses for young people with learning
 difficulties
 VOLKSHOCHSCHULE : Adult Education Institute
 VOLKSHOCHSCHULVERBAND : Association of Adult Education
 Institutes
 WAHLFACH : Optional specialisation
 ZWEITE STAATSPRÜFUNG FÜR DAS LEHRAMT : Second State
 Examination for teachers in secondary education

BFA	Bundesanstalt für Arbeit	FRG
BGJ	Berufsgrundbildungsjahr	FRG
BIBB	Bundesinstitut für Berufsbildung	FRG
BMBW	Bundesministerium für Bildung und Wissenschaft	FRG
BOTB	British Overseas Trade Board	UK
C&GLI	City & Guilds of London Institute	UK
DGB	Deutscher Gewerkschaftsbund	FRG
FRG	Federal Republic of Germany	UK
KMK	Kultusministerkonferenz	FRG
RSA	Royal Society of Arts	UK

APPENDIX D : NAMES OF PARTY, PROCESS OF WRITING

The list of people on the visiting party was drawn up by the Further Education Staff College after seeking nominations and was approved by the Department of Education and Science. The names of the visiting party are given below. Before leaving the United Kingdom - UK - for the Federal Republic of Germany - FRG - the party was supplied with briefing material in English and German and met for further briefing. During the visit the group met several times and determined an outline structure to the report, a division of labour in drafting the main sections and the main orientation of the report. On return to the UK the party met at the Further Education Staff College (Coombe Lodge) and jointly worked on the written material. It has been since edited into this form by Christopher Harris, David Parkes and Russ Russell, before putting back to the group for finalising.

The group benefitted from having access to the reports of the first three visiting parties in this programme and meeting with another visiting party that was, at the same time, investigating the use of Industrial Tutors in FRG. The visiting party would like to gratefully acknowledge the learning that took place.

The views contained in this report do not necessarily represent the views of the institutions represented or organising the work.

Name, Post Held :

Mrs. G. Burns
Principal Training Advisor
Manpower Services Commission
Sheffield

Malcolm Fisher
Assistant Principal
Stevenson College of Further
Education
Edinburgh

Jack Fuller
Principal
Waltham Forest College
London

Nominated By :

Manpower Services
Commission

Scottish Education
Department

Association of Colleges of
Further & Higher Education

Name, Post Held :

Nominated By :

Raymond Gallery
Senior Lecturer in French
Bristol Polytechnic

Bristol Polytechnic

Christopher P. Harris
Senior Lecturer in German
Cambridgeshire College of
Arts & Technology, Cambridge

Royal Society of Arts
Examinations Board

Lynn Jones
Senior Lecturer in Modern
Language Method Studies
Garnett College of Education
London

Garnett College of
Education (Technical)

Pauline Maple
BEC Officer
Business Education Council
London

Business Education
Council

Michael Norman
Vice Principal
York College of Arts & Technology

Business Education
Council

David Parkes
Staff Tutor
Further Education Staff College
Coombe Lodge

(Group Organiser)

Russ Russell
Staff Tutor
Further Education Staff College
Coombe Lodge

(Programme Co-ordinator)

Gisela Shaw
Lecturer in German
Bristol Polytechnic

(Group Interpreter)

Frances Webster
Assistant Secretary
Royal Society of Arts
Examinations Board
London

Royal Society of Arts
Examinations Board

APPENDIX E : INSTITUTIONS VISITED

At Federal Level

Deutscher Industrie-und Handelstag
Bundesministerium für Bildung und Wissenschaft
Deutscher Gewerkschaftsbund
Ständige Konferenz der Kultusminister der Länder
in der Bundesrepublik Deutschland

Hamburg

Behörde für Schule und Berufsbildung : Amt für Schule
Staatliche Handels- und Höhere Handelsschule mit
Wirtschaftsgymnasium
Handelskammer von Hamburg
Deutsche-Shell AG Hamburg
Arbeitsamt Hamburg

Schleswig-Holstein

Beruflicheschulen Schützenpark (Wirtschaft); Kiel

Nordrhein-Westfalen

Zentralstelle für Prüfungsaufgaben der Industrie- und
Handelskammer des Landes Nordrhein-Westfalen
Industrie-und Handelskammer Köln

Individuals

Professor Dr Antonius Lipsmeier, Fernuniversität Hagen
Herr T Sebbage, Hapag-Lloyd Hamburg

APPENDIX F : FURTHER READING AND REFERENCES

INTRODUCTION TO THE EDUCATIONAL SYSTEM IN THE FRG

The following items are descriptive accounts of the educational system in general :

- 1 Andrews, Philippa, Russell, T.J., and Whybrow, John. *The German Vocational Educational System*, (Comparative Paper 4), Coombe Lodge, 1979. ISSN : 0143-327X. ISBN : 0-9502574-8-6.
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- 3 Fuhr, Christoph. *Education and Teaching in the Federal Republic of Germany*. Munich, Carl Hanser Verlag, Inter Nationes, 1979. ISBN : 3-446-12810-7.
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- 5 Organisation for Economic Co-Operation and Development. *West Germany*. (Reviews of National Policies for Education Series). Paris, OECD, 1973. ISBN : 92-64-11006-2.
- 6 Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (ed.). *The Educational System in the Federal Republic of Germany*. Sekretariat der Kultusministerkonferenz in co-operation with Bundesminister für Bildung und Wissenschaft and Westdeutsche Rektorenkonferenz, 1977.
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VOCATIONAL TRAINING IN THE FRG

A selection of references which represent a variety of interests in the field of first-year apprenticeship in FRG.

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- 12 Bundesminister für Bildung und Wissenschaft (BMBW), *Berufsbildungsbericht 1981, 1982*, BMBW Bonn.
Available from - BMBW (Pressereferat),
Postfach 200108, 5300 Bonn 2.
- 13 Bundesminister für Bildung und Wissenschaft (BMBW) *Berufsgrundbildungsjahr, 1979*, BMBW, Bonn.
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- 14 Bundesminister für Bildung und Wissenschaft (BMBW) *Berufe für Männer und Frauen, 1980*, BMBW, Bonn.
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- 15 Deutscher Industrie- und Handelstag (DIHT). *The Dual System. Occupational Training System in the Federal Republic of Germany*. Bonn, DIHT, 1977.
Available from - DIHT, Adenauerallee 148, 5300 Bonn, Federal Republic of Germany.
- 16 Federal Employment Institute of the Federal Republic of Germany. *The Employment Office*. Bundesanstalt für Arbeit, Nürnberg.
Available from - Bundesanstalt für Arbeit, Hauptstelle, Regensburger Strasse 104, 8500 Nürnberg, Federal Republic of Germany.
- 17 Federal Ministry of Education and Science : *Basic and Structural Data 1980/81*, Gersbach und Sohn Verlag, Munich, 1981. ISBN : 3-87253-147-6.
- 18 Glaser, P. and Lemke, I.G. *Zum Ausbaustand des Berufsgrundbildungsjahres sowie der schulischen Massnahmen zur Berufsvorbereitung in den Ländern*, BIBB, Berlin, 1980, ISBN : 3-88555-034-2.
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Available as for Item 16.
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